1. Title, Abstract & Keywords

*In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.*

Title: Attacking the Zombie Apocalypse: Teaching Team Building with Gamification

Online students are often denied the experience afforded traditional classes who work on a team project to apply group interaction concepts. The session shows an innovative course design that uses an online video game to provide a team learning experience to a team management course.

Key Words: Gamification, Distance Education, Team-building

1. Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

Teaching Implications:

Teaching team skills has changed with this generation as many have learned online collaborative skills in video gaming. In addition, an increasing number of students are learning social interaction skills, such as team building, in online courses. Organizational behavior teachers are challenged to engage a new generation of learners in a mediated environment and teach them interactive skills that allows them to be productive in a digital environment.

We show how our innovative course design used gamification to bridge the gap in the format for the team-building class, as it allowed the students to still work and interact with each other while they were located online or at various distance education sites.

1. Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you’d like to do, and the extent you can reasonably accomplish the session’s goals. Reviewers will also be looking for how you are engaging the participants in the session.*

Session Activities and Timeline

1. Introduction to using Gamification to teach team-building skills using Unturned in distance education – 5 minutes
2. Demonstration of use of “Unturned in classroom” – 10 minutes
3. Student Learning Journal Data - 10 minutes
4. Discussion of implications of Gamification in team-building and other topics – 5 minutes

The first part of our session will introduce our topic. We will explain Gamification and how it was utilized in a distance education classroom setting. We will also briefly explain the steps we took to change the course format to accommodate the gaming element.

The second part of the session will be a demonstration of students playing Unturned. This will be helpful to show how gaming is able to provide a useful learning experience, though it is an unconventional classroom tool.

In the third part of the session we will show student learning journal data that illustrates the challenges and successes of this course design.

The last part of the session will be a discussion of the implications of gamification in teaching team-building and other topics. Distance and online education is increasingly being utilized to accommodate untraditional and working students. We will discuss how gamification will benefit these students gain a similar experience to traditional classroom settings.

1. Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

Our research project looked at using gamification in a distance learning setting to determine if gaming could provide a similar learning experience to the traditional classroom setting. As distance and online education is becoming more commonplace, traditional teaching needs to be adapted to accommodate these students. What works in a traditional classroom doesn’t always translate well into a distance or online class. Gamification is the application of gaming elements and principles in non-gaming situations.[[1]](#footnote-1)

We tested applying gamification in a distance education setting to a team-building class. Previously, this class was taught in a traditional classroom setting. However, the format needed to change to accommodate distance education locations for Utah State University. By using gaming to learn team-building skills, the students were able to work together remotely from different locations and still learn how to work together and lead teams.

This has further implications beyond a team-building class. There are other subjects that can be taught well using gamification, which allows more courses to be taught through distance and online education. Also, this helps students be better prepared for the current workplace. Many workplaces and positions utilize telecommuting and remote employees and contractors. This gives students a better advantage of finding good employment after graduation if they have experience working with others remotely. Education and the workplace are changing to include more online and distance/remote work. We need to adapt our teaching styles to fit the new format. Gamification is a useful tool that bridges the gap between the traditional classroom and distance/online education.

1. Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

This research has not been presented in any other conference or format*.*

1. Wikipedia.com. “Gamification.” <https://en.wikipedia.org/wiki/Gamification>. Accessed January 2, 2017. [↑](#footnote-ref-1)